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ABSTRACT

Presented is the final report of the Affective Education Training Program, designed to help regular and special education teachers become aware of, interested in, and skilled at dealing with cognitive and affective concerns--such as the "classroom climate"; the merging of affective and cognitive learning; and human feelings, needs and behaviors. Covered in part I are the program's purpose (to humanize education) and objectives (nine statements beginning with an objective for the teacher, and followed by an expected student outcome). The purpose of formative evaluation is briefly outlined in part II. Evaluation procedures are described in part III in terms of the population, measures used, administration of teacher workshops, and administration of measures. In part IV, results are presented in table form and discussed for the following areas: attitude toward training package; teachers' attitudes about feelings, needs, and interpersonal interaction in the classroom; understanding of content; expected and actual use of techniques presented in the package; and open ended comments about the package. Among conclusions and recommendations given in part V are that the content of the Affective Education Training Program is sufficiently interesting for the package to be disbributed to the field; and that the audiotape be edited so that terms foreign to the average teacher be omitted or clearly defined. Appendixes include statistical data and sample questionnaires. (SBH)

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EVALUATION OF THE AFFECTIVE EDUCATION TRAINING PROGRAM[1]

Keith Brownsmith, James Griffin, and Deborah Field

February, 1976

Final Report 18.3

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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I. OVERVIEW OF THE AFFECTIVE EDUCATION TRAINING PACKAGE

A. Purpose

Public schools, in recent years, have been criticized for their dehumanizing impact on children and their lack of concern with the psychological growth and welfare of students. Schools have traditionally focused on cognitive, academic, or intellectual concerns with little if any recognition of the affective domain and its relevance to the education of children. The nurturing of the affective or emotional side of the student has been generally neglected by the educational establishment or left to the individual, the family, or chance.

Since the 1960's, there has been a movement toward a greater focus on the affective components of education. Writers and educators have variously referred to the attempts to deal with human feelings, needs, behaviors, communications, and interaction concurrently with traditional academic areas as psychological education, confluent education, humanistic education, or affective education.

Attempts to humanize education have resulted in a variety of activities, techniques, strategies, games, and formats which may be used with students in the classroom. An obvious problem for classroom teachers who see the need for humanizing their educational programs and for dealing with affective concerns is the problem of how to begin and what to do. Several affectively oriented programs have been developed for use by classroom teachers. However, most of these programs do not provide teachers with an introduction to and activities related to the several dimensions of affective education. We believe that an effective education training program for use by teachers with their students

should deal with three dimensions of affective education and provide teachers with exampling strategies, games, and activities which they may use with their students.

The first dimension of affective education, as we view it, concerns the "classroom climate." Our Affective Education Training Program is designed to help teachers recognize that learning climates in the classroom are a reflection of the behaviors, verbal and nonverbal, of the teacher and the interaction patterns that exist between teacher and students and among students. Numerous activities and games are provided in the Affective Education Training Program which help the classroom teacher and his/her students effect positive changes in the learning climate of their classroom.

The second dimension of affective education which we consider important is concerned with merging affective and cognitive learning. The Affective Education Training Program provides teachers with some strategies which they may use to accomplish affective and cognitive (academic) objectives simultaneously.

The third level of affective education which seems important is how to specifically focus on affective concerns (i.e., human feelings, needs, behaviors). The program provides teachers with exampling lessons which deal with human feelings, needs, and behaviors. Adequate information is provided so that teachers may develop lessons around affective concerns.

The Affective Education Training Program, developed at the Center for Innovation in Teaching the Handicapped (CITH), is to be used by classroom teachers to enhance their attempts to humanize the education of children.

B. Objectives

The Affective Education Training Program is designed to help teachers become aware of, interested in, and skilled at dealing with cognitive and affective concerns, concurrently, in their classroom with their students. Specific objectives of the Affective Education Program are stated below. Each begins with a statement of objectives for the teacher, and is followed by expected student outcome.

1. Teachers may learn more constructive, effective, and meaningful ways to interact with their students, so that their students may develop or enhance their feelings of personal esteem, feel more secure, feel more free to explore and to learn, become increasingly more involved in classroom activities, and view their teacher as a more genuine human being.

2. Teachers may learn how to employ specific verbal behaviors when conversing with their students so that a classroom climate more conducive to student learning and growth may develop.

3. Teachers may become familiar with a variety of group formats to be used during discussions and other learning activities so that student participation during discussions, student interest in having discussions, and student benefits from discussion activities may all be increased or enhanced.

4. Teachers may become familiar with desirable student discussion behaviors so that they may help their students avoid inappropriate or negative discussion behaviors and develop or improve those verbal discussion skills or behaviors which lead to more productive and meaningful discussions and group interactions.

5. Teachers may learn how to merge academic content with student

feelings, needs, and behaviors, so that students may derive greater meaning and increased relevance from academic subject matter.

6. Teachers may become familiar with some ways to deal specifically with student feelings, needs, and behaviors, so that students may more actively express, discuss, and otherwise deal with affective concerns (i.e., feelings, needs, and behaviors) in addition to developing constructive interpersonal skills such as helping each other, cooperating, and developing self-control.

7. Teachers may learn how to involve students in teaching-learning and behavior management procedures so that their students may become more responsible individuals (i.e., reduce behavior problems).

8. Teachers may learn a variety of ways to manage student behavior, so that their students may direct their energy to productive and worthwhile learning experiences.

9. Teachers may learn to use learning contracts so that student learning activities and behavior management strategies may become more individualized.

II. PURPOSE OF FORMATIVE EVALUATION

This evaluation was designed as a major field test of the Affective Education Training Package prior to final production and distribution of the package to the field.

The evaluation was planned in two stages. During the first stage, the materials were field tested in local settings (Bloomington, Indiana) with direction and direct input from one of the developers. This allowed the developers to receive a first-hand view of the impact of the materials on the trainees.

The second stage of the evaluation took place in field sites in another state (Texas). In the second stage, there was no input from the developer.

All of the evaluations took place in the context of inservice training workshops which were approved by school administrators at each of the sites.

The evaluation focused on determining:

1. The trainees' attitude toward the package.
2. The trainees' understanding of the contents of the training package.
3. The trainees' use and perceived objectives of the techniques presented in the package.
4. Changes which the trainees felt should be incorporated in the package.

III. EVALUATION PROCEDURES

A. Population

The subjects for this study were regular and special class teachers and administrators in the school systems of: Bloomington, Indiana; Waco, Texas; College Station, Texas; Calvert, Texas; and Bryan, Texas. A total of 160 teachers participated in the workshops and completed the questionnaires. The demographic characteristics of the subjects at the seven sites are delineated in Appendix A.

B. Measures

Three instruments were used in the evaluation of the Affective Education Package. The "Package Questionnaire" (see Appendix B), completed by participants immediately after the workshop, was developed to obtain indications of:

(1) interest in the Affective package;

(2) difficulties encountered while going through the package;

(3) understanding of the Affective materials; and

(4) expected use of the Affective materials.

The "Follow-up Questionnaire" (Appendix C), which was mailed to workshop participants approximately one month after participation in the workshop, was designed to obtain information about:

(1) use of the Affective techniques before the workshop;

(2) change in use of the techniques since the workshop;

(3) effectiveness of the techniques since the workshop;

(4) plans to use the techniques in the future.

C. Administration of Workshops

The workshop consisted of one 2-hour session presented to the teachers in the evening. A slide-tape module that lasted about 1 1/2

hours was presented. After the module, an Affective Education Response Book was distributed to each participant. The participants took the booklets home with them for further study. The module was designed to provide an introduction to Affective Education, with the booklet containing more detailed information and specific activities for the teachers to use in the classroom. The final 30 minutes of the workshop were devoted to answering questions and discussing affective education.

The workshops in Bloomington were conducted by one of the principal developers of the Affective Education Package. The workshops in Texas were presented by a CITH staff member who was not involved in the development of the Affective Education Package.

D. Administration of Measures

The evaluation occurred at seven different field sties. The "Package Questionaarie" and the "Follow-up Questionnaire" were used at all seven sites. The "Package Questionnaire" was administered immediately after the workshop by CITH representatives. The "Follow-up Questionnaire" was mailed directly to workshop participants approximately one month after the workshop and returned to CITH staff. Table 1 delineates the number of subjects at each site who completed each instrument.

Table 1

Summary of Field Test Data Collected

Site	Population	Package Questionnaire	Follow-up Questionnaire	Unique Aspects
I Bloomington, Ind.	18 regular education teachers 4 special education teachers	22		
II Bloomington, Ind.	18 regular education teachers 2 special education teachers	20	39	
III Bloomington, Ind.	13 regular education teachers 1 special education teacher	14		
I Texas	18 regular education teachers 3 special education teachers 3 aides 11 administrators	29	20	
II Texas	18 regular education teachers 3 special education teachers 6 supportive personnel 6 aides 1 administrator	34	23	
III Texas	20 special education teachers	23	10	Self-contained public school for special education
IV Texas	14 special education teachers 2 resource room teachers 1 administrator	18	9	

IV. RESULTS

A. Attitude Toward Package

The mean ratings of all subjects on the 12 scales of the semantic differential measure (Table 2) varied from 1.80 to 2.13 (1.0 most favorable, 6.0 most unfavorable), which indicates a fairly high positive view of the package. As shown in Figure 1, the mean ratings from the Bloomington and Texas sites were quite similar. The two scales with the largest differences were the stimulating-boring dimension and the relevant-irrelevant dimension--the Bloomington subjects rated the package more positively on these two scales.

The mean ratings from each of the three Bloomington sites is shown in Figure 2. It is apparent from the overlap in the graphic representation that there is not much difference in the overall attitude of the participants at each of the three sites.

The graphic representations of the means for each of the sites in Texas (see Figure 3) show that the Waco site (Texas III) was quite dissimilar on all of the scales. The main difference between the Waco site and other sites is that the school is a self-contained special education facility. The other school sites were regular education with only a few special education classes in each school.

Other attitude measures after presentation. As an additional indication of their attitudes toward the training package, the teachers responded to nine questions about the content and presentation. The majority of the teachers rated the content of the response book as very interesting (39%) or interesting (57%). Only 4% of the respondents rated the content as boring. The presentation was rated as very interesting by 66%, and boring by 9% of the teachers.

Table 2

Semantic Differential
Means and Standard Deviations

Item	I Bloomington N = 22 Mean	SD	II Bloomington N = 20 Mean	SD	III Bloomington N = 14 Mean	SD	Total, all Bloomington sites N = 56 Mean	SD	I Texas N = 34 Mean	SD
clear	2.14	1.04	1.92	.86	1.74	.81	1.94	.92	2.03	.94
appropriate	1.68	.95	2.08	1.19	1.89	1.05	1.85	1.04	1.53	.75
practical	1.73	.83	2.00	1.29	2.10	.81	1.92	.95	1.78	.87
interesting	1.82	.91	1.62	.87	1.68	1.16	1.72	.98	2.15	1.18
useful	1.50	.67	1.62	.77	1.63	1.01	1.57	.82	1.76	.99
effective	1.65	.81	1.58	.67	2.21	.92	1.84	.86	2.06	1.26
efficient	1.90	.79	2.38	1.19	2.35	1.00	2.18	.98	2.12	1.27
beneficial	1.45	.86	1.69	.75	1.84	.96	1.65	.87	1.91	1.14
valuable	1.55	.86	1.54	.52	1.63	.96	1.57	.82	1.94	1.18
flexible	1.82	.91	1.54	.78	1.84	1.12	1.76	.95	1.70	1.03
stimulating	1.68	.95	1.77	.83	1.50	.92	1.64	.92	2.38	1.48
relevant	1.36	.66	1.38	.65	1.58	1.02	1.44	.79	1.90	1.10

Item	II Texas N = 29 Mean	SD	III Texas N = 23 Mean	SD	IV Texas N = 18 Mean	SD	Total, all Texas sites N = 104 Mean	SD	Bloomington and Texas Totals N = 160 Mean	SD
clear	2.18	1.00	2.40	1.00	1.81	1.05	2.12	.99	2.06	.97
appropriate	1.67	.83	3.40	1.30	1.70	1.05	2.01	1.21	1.95	1.15
practical	1.70	.78	2.90	1.27	1.94	1.06	2.04	1.08	2.00	1.03
interesting	1.59	.80	2.54	1.14	2.00	1.06	2.06	1.10	1.94	1.07
useful	1.67	.73	2.90	1.41	1.59	.80	1.94	1.11	1.82	1.03
effective	1.96	.85	2.86	1.04	1.88	.03	2.18	1.10	2.07	1.03
efficient	1.89	.80	2.81	1.17	1.78	.73	2.14	1.10	2.15	1.06
beneficial	1.67	.83	2.45	.96	1.82	1.01	1.95	1.03	1.84	.98
valuable	1.67	.78	2.55	1.14	1.70	.85	1.96	1.06	1.82	1.00
flexible	1.65	.80	2.09	1.06	1.94	.90	1.82	.96	1.80	.96
stimulating	1.85	.82	2.94	1.21	1.78	.80	2.26	1.23	2.05	1.17
relevant	1.74	.71	3.04	1.43	1.82	.80	2.10	1.16	1.87	1.09

Figure 1. Mean ratings on semantic differential scale for Texas and Bloomington totals.

Figure 2. Mean ratings on semantic differential scale for Bloomington sites.

Figure 3. Mean ratings on semantic differential scale for Texas sites.

The readability of the response book was rated as excellent by 44%, good by 43%, and fair by 9% of the teachers. The majority of the teachers rated their understanding as excellent (16%) or good (65%), while 16% of the teachers rated their understanding as fair.

When asked if the package provided enough information, 89% of the teachers felt that it did.

Fifty-seven percent of the teachers felt the package would definitely be useful with their students. Thirty-nine percent felt the techniques would probably be useful, and only 2% felt the techniques would probably not be useful. Almost identical percentages of teachers felt the techniques would definitely (57%) or probably (35%) be useful with students with learning or behavioral problems.

The response book by itself was seen as definitely useful by 50% of the teachers and as probably useful by 45% of the teachers. The package was seen as definitely (64%) or probably (32%) useful to others by a majority of the teachers.

The percentages of the responses of the teachers at each site to these nine questions are presented in Table 3. As can be seen in this table, the majority of teachers at each of the sites gave positive responses to each of the nine questions, although there is variability between sites.

Attitude measures follow-up. Four questions which relate to teachers' attitudes were included in the follow-up questionnaire sent our approximately one month after the presentations. The percentages are based upon the total number of teachers (101) who returned the questionnaire.

Eighty-one percent of those teachers rated teaching about feelings, needs, and interpersonal interaction in the classroom as very important. Nineteen percent rated it as unimportant.

Table 3

Percentage Distribution of Responses to Nine Package Specific Questions

ITEMS	Bloomington			Texas				Total All Sites
	I	II	III	I	II	III	IV	
In general, I would rate the content of this workshop as:								
very interesting	45%	55%	57%	34%	32%	4%	44%	39%
interesting	55	35	36	59	59	96	56	57
boring	0	10	7	0	9	0	0	4
very boring	0	0	0	0	0	0	0	0
In general, I would rate the presentation of this workshop as:								
very interesting	9	35	7	28	32	4	39	22
interesting	82	50	64	62	56	87	61	66
boring	9	10	29	3	9	4	0	9
very boring	0	0	0	0	3	0	0	0
In general, I would rate the readability of the response book as:								
excellent	27	45	57	45	41	35	61	44
good	5	10	7	48	47	39	39	43
fair	0	0	0	0	12	26	0	9
poor	0	0	0	0	0	0	0	0
After participating in the affective education workshop I would rate my understanding of affective education as:								
excellent	9	10	7	14	12	13	44	16
good	68	70	71	72	65	74	33	65
fair	18	20	21	7	21	9	17	16
poor	0	0	0	0	0	0	0	0

Table 3 (Continued)

ITEMS	Bloomington I	Bloomington II	Bloomington III	Texas I	Texas II	Texas III	Texas IV	Total All Sites
Generally, did the Affective Education Workshop provide enough information and detail for you to employ the procedures, techniques, activities, etc., with your pupils?								
yes	73	85	93	90	94	91	100	89
no	23	15	7	3	6	4	0	8
Generally, do you think the various techniques, procedures, activities, etc., would be helpful to your students?								
definitely yes	73	50	64	59	62	39	50	57
probably yes	23	50	36	31	35	48	50	39
probably no	0	0	0	0	3	13	0	2
definitely no	0	0	0	0	0	0	0	0
Generally, do you think the various techniques, procedures, activities, etc., would be helpful to students who have learning and/or behavior problems?								
definitely yes	64	55	50	59	62	57	50	57
probably yes	32	45	50	34	38	43	0	35
probably no	5	0	0	0	0	0	0	1
definitely no	0	0	0	0	0	0	0	0

Table 3 (Continued)

ITEMS	Bloomington I	Bloomington II	Bloomington III	Texas I	Texas II	Texas III	Texas IV	Total All Sites
In general, do you think the response book by itself would be useful to other elementary teachers?								
definitely yes	55	40	50	55	41	52	56	50
probably yes	45	45	50	34	53	43	44	45
probably no	0	0	0	0	0	0	0	1
definitely no	0	0	0	0	0	0	0	0
In general, do you think the Affective Education Workshop would be useful to other elementary teachers?								
definitely yes	77	70	50	55	56	70	72	64
probably yes	23	20	43	38	44	30	28	32
probably no	0	10	7	0	0	0	0	2
definitely no	0	0	0	0	0	0	0	0

When they completed the questionnaire, 12% had read all of the response book, while 40% had read most of it. Forty-six percent had read some of it. Seventeen percent rated the response book as excellent, 73% rated it as good, and 8% rated it as fair. The majority of the teachers still rated the content of the response book as very interesting (29%) or interesting (67%). Only 2% rated it as boring.

The percentage distribution of the responses of the teachers from the various sites is presented in Table 4. This shows the variability in response of the teachers at each of the sites.

B. Understanding of Content

The teachers were asked to rate their understanding of 21 aspects of the content, which ranged from the goals and objectives through all of the specific teaching techniques presented in the package. They rated each one on a 4-point scale from complete understanding (1.0) to no understanding (4.0). Figure 4 presents the mean ratings for the Bloomington and Texas totals. In both the Bloomington and Texas sites, the mean rating of understanding falls between partial and complete. In most instances the mean ratings for the Texas total were slightly higher for the Bloomington total. The means and standard deviations for each of the sites and totals are presented in Appendix D.

C. Expected and Actual Use of Techniques

In order to get some indication of the extent to which teachers expected to use the content and teaching techniques presented in the package, they were asked to rate 21 aspects of the content of the package on a scale from definitely will use (1.0) to definitely will not use (4.1). These were the same 21 items for which they were asked to rate their understanding. The graphic portrait (Figure 5) of the totals of the

Table 4

Percentage Distribution of Responses to Follow-up Attitude Questions

Question	Bloomington Total N=39	Texas I N=20	Texas II N=23	Texas III N=10	Texas IV N=9	Total N=101
1. In general, how would you rate the importance of teaching about feelings, needs and interpersonal interaction in the classroom?						
very important	82%	85%	87%	82%	67%	81%
important	18	15	13	18	33	19
unimportant	0	0	0	0	0	0
very unimportant	0	0	0	0	0	0
2. At this point have you read:						
all of the response book	13	15	13	9	11	12
most of it	36	15	52	64	33	40
some of it	49	70	30	27	56	46
none of it	3	0	0	0	0	0
3. Would you rate the readability of the response book as:						
excellent	18	10	26	0	33	17
good	72	70	65	100	56	73
fair	8	15	4	0	11	8
poor	0	0	0	0	0	0
4. Would you rate the content of the response book as:						
very interesting	33	40	48	0	22	29
interesting	59	50	48	100	78	67
boring	3	5	4	0	0	2
very boring	0	0	0	0	0	0

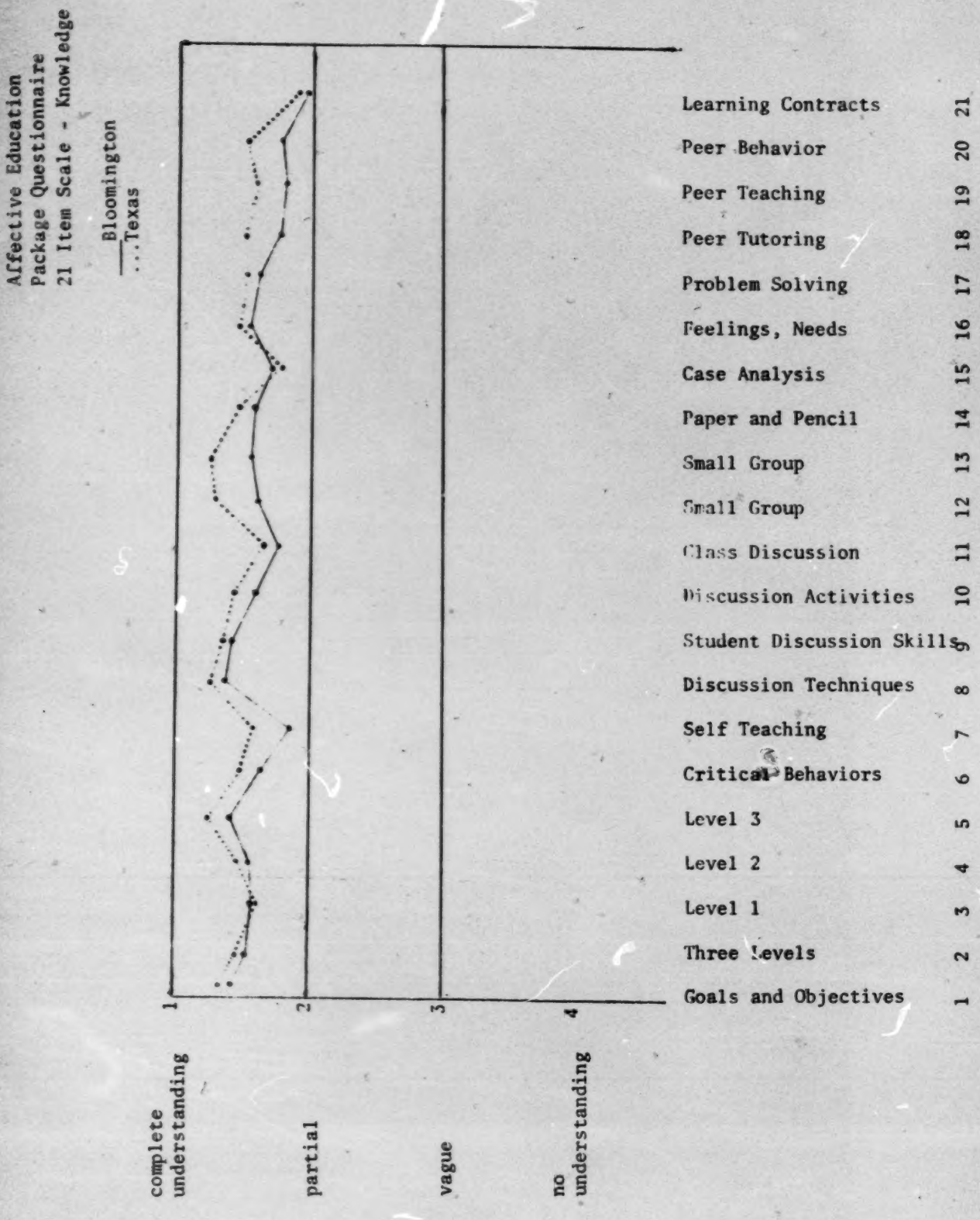

Figure 4

Mean rating of understanding of content of the package

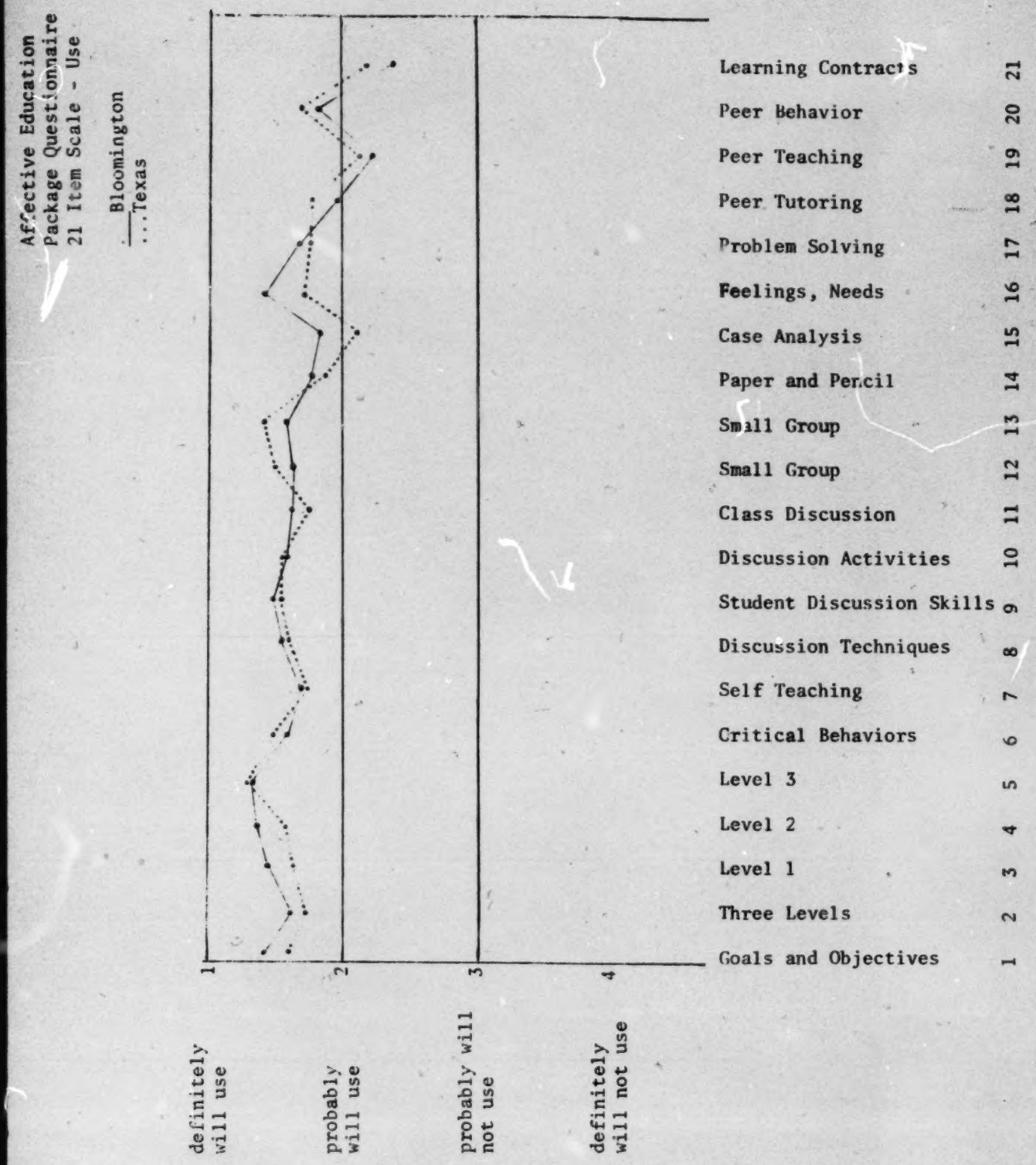

Figure 5

Mean rating of the expected use of the content of the package

Texas and Bloomington sites indicates that the mean rating fell between probably will use and definitely will use on all aspects of the content except three (case analysis, peer turoring, and learning contracts). The means and standard deviations for each of the sites and the totals are presented in Appendix E.

To obtain some information on whether the teachers were using techniques presented in the Affective Education Package on six general categories of Affective Education training techniques, the teachers were asked to indicate: (1) how often they used the technique before the workshop, (2) how often they are currently using the technique, and (3) how their use of the technique has changed since the workshop.

A comparison of the reported use of the techniques prior to and since the workshop indicates little change in the use of the technique (Table 5). It appears that there was a slight increase in the reported use of activities to enhance pupil discussion skills (12% more teachers indicated using the techniques often or sometimes since the workshop). It also appears that the use of small group activities and paper and pencil self-exploration activities slightly decreased after the workshop. When the teachers were asked to rate the increase in the use of the techniques since the workshop, the great majority indicated an increased or greatly increased use of all the techniques (Table 6). These contradictory results are, in the authors' opinion, due to inadequacies in self-reporting instruments. Our interpretation of the data is that there was probably some but not substantial change in the use of the techniques.

The teachers were also asked to indicate if they planned to use the techniques in the future. Again the majority of the teachers (see

Table 5

Percentage Use of Teaching Techniques Prior to and

Since the Workshop for All Respondents

	Self-Teaching Activities		Discussion Techniques		Activities to enhance student discussion skills		Small group activities		Paper and pencil self-exploration activities		Discussion Approaches	
	prior to workshop	since work-shop	prior to workshop	since work-shop	prior to workshop	since work-shop	prior to workshop	since work-shop	prior to workshop	since work-shop	prior to workshop	since work-shop
OFTEN	27%	30%	27%	26%	28%	38%	34%	27%	15%	20%	19%	28%
SOMETIMES	56	56	48	47	45	47	44	42	49	35	54	48
SELDOM	12	8	8	13	11	6	9	8	10	16	10	8
NEVER	3	3	11	7	10	6	6	15	17	20	10	6

Table 6

Percentage Increase in Use of the Teaching

Techniques Since the Workshop for All Respondents

Has your use of _____ since the workshop:

		Total
7.	Self teaching activities:	
	greatly increased	3%
	increased	74
	decreased	1
	greatly decreased	0
12.	Discussion techniques:	
	greatly increased	6
	increased	63
	decreased	4
	greatly decreased	2
17.	Activities to enhance discussion skills:	
	greatly increased	9
	increased	58
	decreased	4
	greatly decreased	2
22.	Small group activities:	
	greatly increased	10
	increased	55
	decreased	6
	greatly decreased	0
27.	Paper and pencil self exploration activities:	
	greatly increased	6
	increased	45
	decreased	11
	greatly decreased	6
32.	Discussion approaches:	
	greatly increased	4
	increased	60
	decreased	9
	greatly decreased	3

Table 7) indicated that they probably or definitely would use each of the six techniques in the future.

In order to obtain some indication as to the perceived effectiveness of the affective education teaching techniques, the teachers were also asked as a part of the follow-up to rate effectiveness. The majority of the teachers rated each of the techniques as either very effective or effective. This distribution of responses for each of the techniques is presented in Table 8.

D. Open-ended Comments about Package

The teachers were asked for comments and suggestions for improving the package as a part of the questionnaire completed after the workshops. In general, the frequency of various comments indicated a perceived need for more affective training (20) and interest appeal of the content of the package (34). The presentation was seen as good or very good (25). The most frequent comment about the length of presentation was that it was not long enough (9).

As to the quality of the presentation, the vocabulary and terms used were reported as too technical by 12 people and the slides were seen as being of poor quality by 20. Eleven comments indicated a need for actual photos of real classroom situations. The comments are summarized in Table 9.

Table 7

Percentage Distribution of All Respondents

Plans to Use the Techniques in the Future

Do you plan to use _____ in the future?

	Total
9. Self teaching activities:	
definitely yes	56%
probably yes	39
probably no	0
definitely no	0
14. Discussion techniques:	
definitely yes	50
probably yes	36
probably no	8
definitely no	0
19. Activities to enhance pupil discussion skills:	
definitely yes	42
probably yes	46
probably no	2
definitely no	0
24. Small group activities:	
definitely yes	54
probably yes	35
probably no	4
definitely no	0
29. Paper and pencil self exploration activities:	
definitely yes	39
probably yes	40
probably no	8
definitely no	1
34. Discussion approaches:	
definitely yes	42
probably yes	41
probably no	7
definitely no	2

Table 8

Percentage Distribution of All Respondents

on Effectiveness of the Techniques

How effective were _____ in helping you to improve the climate in your classroom?

		Total
8.	Self teaching activities:	
	very effective	20%
	effective	62
	ineffective	3
	very ineffective	0
	did not use	4
13.	Discussion techniques:	
	very effective	22
	effective	54
	ineffective	2
	very ineffective	0
	did not use	8
18.	Activities to enhance pupil discussion skills:	
	very effective	15
	effective	63
	ineffective	4
	very ineffective	0
	did not use	6
23.	Small group activities:	
	very effective	27
	effective	49
	ineffective	4
	very ineffective	0
	did not use	7
28.	Paper and pencil self exploration activities:	
	very effective	19
	effective	42
	ineffective	6
	very ineffective	1
	did not use	13
33.	Discussion approaches:	
	very effective	18
	effective	59
	ineffective	2
	very ineffective	0
	did not use	8

Table 9

Summary of Responses to Open-Ended Items

I. Topic and content of workshop

A. Need for affective training

need much more	15 Comments
need more	10 Comments

B. Interest or appeal of content

very interesting	26 Comments
interesting	8 Comments
not interesting	1 Comment

C. Appropriateness of content for special kids

very appropriate	3 Comments
appropriate	5 Comments
not appropriate	6 Comments

II. The presentation

A. General presentation of workshop

very good	15 Comments
good	5 Comments
fair	6 Comments
dull	5 Comments

B. Length of package presentation

too long	1 Comment
somewhat boring	5 Comments
okay	2 Comments
not long enough	9 Comments

C. General Organization

very well organized	5 Comments

D. Participation of workshop trainees

need more	7 Comments
okay	1 Comment

Table 9
(con't)

III. Quality of package materials

A. Total package quality

very good	5 Comments
good	3 Comments
fair	1 Comment

B. Response Book

1. Response book quality

excellent	9 Comments
good	3 Comments
fair	2 Comments
poor	1 Comment

2. Vocabulary and terms used in response book and tapes

too technical	12 Comments
okay	3 Comments

C. Slides

1. Quality of slides

very good	2 Comments
fair	5 Comments
poor	20 Comments

2. Necessity of slides

not needed	1 Comment

3. Need for actual ("real") photos of classroom situations

needed	11 Comments

D. Tape

1. Quality of tape

very good	3 Comments
fair	3 Comments
poor	2 Comments

Table 9
(con't)

2. Necessity of tapes

not needed	2 Comments

E. Music

good	3 Comments
fair	1 Comment
poor	2 Comments

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. Ninety-six percent of the subjects viewed the Affective Education Training Program as interesting or very interesting. Eighty-eight percent of the subjects rated the content of the Affective Education Program as interesting or very interesting. This indicates that the content of the Affective Education Training Program is sufficiently interesting for the package to be distributed to the field.

2. Workshop participants in Bloomington, Indiana, rated the Affective Education Training Program slightly more positively than did participants from the Texas sites.

It is concluded that the difference in teacher ratings of the training program attributable to differences in workshop leaders is not great enough to warrant concern. The Affective Education Training Program is sufficiently structured so that the impact of the program is not significantly increased or decreased by the workshop leader.

3. Eighty-seven percent of the teachers rated the Affective Education Response Book as good or excellent. Eighty-one percent of the teachers rated their understanding of the Response Book as good or excellent, and 89% of the teachers indicated that the Response Book provided them with enough information so that they might use the various techniques, strategies, formats, etc.

Therefore, it appears that the Affective Education Response Book is understandable to classroom teachers and provides sufficient information so that immediate application to the classroom can be made.

4. Immediately after the Affective Education Workshop, the teachers' ratings of their understanding of the various components of Affective Education as presented in the workshop ranged from partial to complete understanding. It seems that the content of the Affective Education Training Program is clearly enough understood to warrant distribution of the workshop.

5. Responses to a questionnaire by teachers who participated in the Affective Education Workshops indicated that teachers expected to use with their students the games, formats, techniques, etc. found in the Affective Education Response Book.

This indicated that the games, strategies, formats, etc. in the Affective Education Response Book appeal to teachers and are usable.

6. Teacher responses to a questionnaire administered immediately after the Affective Education Workshops indicated some disapproval of the slides used in the training program. The slides were said by some to be unnecessarily grotesque, distorted, prejudiced, and distracting.

The "cartoon-like" slides used in the training program seem to have contributed little if anything to teacher interest in or understanding of the contents of the Affective Education Training Program. These slides should be replaced with live shots of classroom situations prior to distribution of the package.

7. Teachers responding to items on a follow-up questionnaire generally rated the importance of teaching about feelings, needs, and human interactions as important or very important.

Therefore, it is concluded that the content of the Affective Education Training Program is relevant to classroom teaching.

8. Ninety-nine percent of the teachers responding to a follow-up questionnaire indicated that at least some of the Affective Education Response Book has been read since the training program. It is concluded that the Affective Education Workshop is capable of stimulating interest in the Response Book.

9. Eighty percent of the teachers indicated on a follow-up questionnaire that they had used some of the activities from the Affective Education Response Book in their classrooms.

Teachers also reported that their use of the activities in the Response Book had increased since the workshop, and that the activities they used were effective in improving the "climate" in their classroom. Furthermore, 90% of the teachers indicated that they planned to use the Affective activities in the future. Although some question as to actual use of teachniques still remains, it appears that some increase in use probably took place.

B. Recommendations

Generally, the Affective Education Training Program succeeded in accomplishing the objectives specified by the package developers. However, the following recommendations are offered for improving the programmed material.

The Affective Education Training Program was criticized by teachers who participated in the several workshops. Teacher comments led to the following recommendations for improvement of the program.

1. Avoid cartoon type slides--include more "live" shots.

Teachers criticized extensively the slides used to accompany

the audiotape as being grotesque, excessively distorted, and distracting. They suggested that cartoon-type drawings, if used, should be more life-like in appearance. There was even more support for using slides or tapes which showed actual teachers and students engaging in the various affectively oriented games, activities, and formats in classrooms.

Recommendation. For the teacher workshop on Affective Education, use slides or videotapes which show actual teachers and students involved in affective activities rather than cartoon-type characters.

2. Conduct two shorter workshops.

A number of teachers felt that the 2 1/2 hour workshop on Affective Education was too long. Factors of fatigue (especially after a full day in school) and the substantial amount of information compressed into the relatively short, 2 1/2 hour period were primary reasons for their recommendation that the workshop be converted into two or more shorter sessions.

Recommendation. Present the Affective Education Workshop in at least two parts, rather than one 2 1/2 hour session.

3. Allow more teacher participation during workshop.

Some teachers requested that more time be provided during the workshop for group discussion of topics, issues, or concerns that arise and for more active teacher involvement in simulation activities. These teachers suggested that the activities, games, etc., presented in the workshop would be more meaningful if teachers had an opportunity to engage in some of these activities.

Recommendation. The Affective Education Workshop should be revised to allow more discussion by teachers, more participation in simulation activities, and generally more active teacher involvement.

4. Use less technical terminology.

Some teachers suggested that the terminology used in the workshop audiotape should either be avoided or more clearly defined. Vague, unusual, or very abstract terms apparently led to misunderstanding, confusion, or excessive anxiety on the part of teachers.

Recommendation. The Affective Education audiotape should be edited so that terms which are foreign to the average classroom teacher will be either omitted or clearly defined.

Appendix A

Demographic Characteristics of Workshop Participants

Site	I Bloomington, Indiana	II Bloomington, Indiana	IV Bloomington, Indiana	I Texas	II Texas	III Texas	IV Texas
N	22	20	14	29	34	23	18
Age							
Mean	32.9	31.5	28.9	37.27	34.08	34.30	36.69
Range	23-56	21-63	22-53	23-62	21-60	22-60	22-68
Sex							
Male	5	1	2	3	1	2	1
Female	17	19	12	26	23	21	17
Degrees Held							
None or working on Undergraduate	0	0	0	3	6	3	3
Bachelors	12	13	6	17	14	10	6
Masters	8	7	8	8	12	8	9
Ph.D	0	0	0	1	0	0	0
No information	2	0	0	0	0	2	0
Years Experience							
Special Ed. - N	4	2	1	4	10	20	14
Mean	3.5	1.0	1.0	8.5	5.3	5.13	4.35
Regular Ed. - N	13	18	13	25	25	9	11
Mean	5.9	7.6	2.0	9.71	7.9	7.11	13.0
Administration - N	0	0	0	1	1	4	2
Mean	0	0	0	4.0	13.0	3.50	10.0
Grade Level Taught							
Primary	18	18	13	21	28	4(Spec.Ed)	14(Spec.Ed)
Intermediate	0	0	0	4	0	2	0
Secondary	0	0	0	0	2	3	0
Not Teaching	0	0	0	0	0	0	0
Other	4	2	1	0	0	11(Spec.Ed)	4
No Information	0	0	0	0	0	3	0

Appendix B

Evaluation of the Affective Education Workshop

Raymond M. Glass, Ph.D.
James B. Griffin

Directions

Now that you have participated in the Affective Education Workshop, please complete the following questionnaires. Answer each question as honestly and thoughtfully as possible. Check the alternative that best answers each question from your point of view. Your answers will be used only to help revise the Workshop and Response Book. All responses are strictly confidential and will be seen only by the experimenters. Your input is greatly appreciated.

Respondent Questionnaire #2

Circle the appropriate number to indicate your rating of these materials with respect to your needs. Your comments and suggestions for improvement of the materials will be greatly appreciated.

clear	1	2	3	4	5	6	unclear
appropriate	1	2	3	4	5	6	inappropriate
practical	1	2	3	4	5	6	impractical
interesting	1	2	3	4	5	6	boring
useful	1	2	3	4	5	6	useless
effective	1	2	3	4	5	6	ineffective
efficient	1	2	3	4	5	6	inefficient
beneficial	1	2	3	4	5	6	not beneficial
valuable	1	2	3	4	5	6	valueless
flexible	1	2	3	4	5	6	inflexible
stimulating	1	2	3	4	5	6	dull
relevant	1	2	3	4	5	6	irrelevant

Comments:

Suggestions for improvement:

Participants Evaluation Form #1

Please check the box which most closely describes your understanding and expected use of the following games, procedures, techniques included in the Affective Education Workshop.

Understanding					Expected Use			
Complete	Partial	Vague	No	Activity	Definitely will	Probably will	Probably will not	Definitely will not
				1. Goals and objectives of affective education.				
				2. Three major levels of affective education.				
				3. Teacher strategies and behaviors which constitute level 1 growth conditions.				
				4. Relating feeling-oriented learning to fact-oriented learning (level 2 concerns).				
				5. Bringing feelings, needs, and human behaviors into the daily curriculum (level 3 concerns).				
				6. Five "critical teacher behaviors" to facilitate high growth conditions.				
				7. Self-teaching activities designed to improve "critical teacher behavior."				
				8. Discussion techniques (i.e., small group, diads, mini-groups, etc.)				
				9. Student discussion skills (listening, problem-solving, questions, giving feedback).				
				10. Activities to enhance student discussion skills.				
				11. Merging feeling-oriented learning & knowledge-oriented learning through future class discussion.				
				12. Small group activities & games to develop inter-personal skills and sensitivities.				
				13. Small group activities & games to bring feelings, needs, & human behaviors into daily activities.				
				14. Paper & pencil self-exploration activities.				
				15. Case or situational analysis discussion.				
				16. Lesson & discussions to enhance awareness about feelings, needs, & human behaviors.				
				17. Spontaneous problem solving discussions.				
				18. Involving older well-behaving pupils in the process of tutoring younger less well-behaving children.				
				19. Involving older less well-behaving pupils in teaching or assisting younger children.				
				20. Involving well-behaving children in helping change the behavior of their less well-behaving peers.				
				21. Learning contracts.				

1. In general, I would rate the content of this workshop as:

____very interesting
____interesting
____boring
____very boring

2. In general, I would rate the presentation of this workshop as:

____very interesting
____interesting
____boring
____very boring

3. In general, I would rate the readability of the response book as:

____excellent
____good
____fair
____poor

4. After participating in the Affective Education Workshop, I would rate my understanding of affective education as:

____excellent
____good
____fair
____poor

5. Generally, did the Affective Education Workshop provide enough information and detail for you to employ the procedures, techniques, activities, etc., with your pupils?

____yes
____no

6. Generally, do you think the various techniques, procedures, activities, etc., would be helpful to your students?

____definitely would
____probably would
____probably would not
____definitely would not

7. Generally, do you think the various techniques, procedures, activities, etc., would be helpful to students who have learning and/or behavior problems?

____definitely would
____probably would
____probably would not
____definitely would not

8. In general, do you think the response book by itself would be useful to other elementary teachers?

____definitely would
____probably would
____probably would not
____definitely would not

9. In general, do you think the Affective Education Workshop would be useful to other elementary teachers?

____definitely would
____probably would
____probably would not
____definitely would not

10. Comments: _____

_____

_____

_____

_____

RESPONDENT QUESTIONNAIRE #1

Name_____ Position_____

School_____ City/State/Zip_____

District_____ Region (if applicable)_____

Date_____ Age_____ Sex_____

Years of experience:
Teaching special education_____ Kind (include level & type)_____
Teaching regular education_____
Administration_____
Other_____ Specify_____

Grade usually taught_____

Subject usually taught_____

Degrees held_____

How many hours have you completed in special education courses?_____

How many hours have you completed in other education courses?_____

Any additional information_____

_____

_____

For coding purposes; please do not write in this box.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

22 23 24 25 26 27 28

29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53

54 55 56 57 58 59 60 61 62 63 64 65

66 67 68 69 70 71 72 73 74 75 76 77 78 79 80

55

Appendix C

Dear Workshop Participant:

As a follow-up of the Affective Education Workshop that you attended recently, we have prepared a questionnaire designed to evaluate the Workshop and the Response Book.

The workshop presentation and various aspects of the Response Book are presently in the developmental testing stage. Your participation will be valuable to us in revising and improving the Workshop and materials for further use.

Please complete, as candidly as possible, the attached questionnaire and return it by mail in the attached stamped envelope. These responses will be strictly confidential and will only be used by our research staff for product evaluation and improvement. Please feel free to add comments wherever appropriate.

We sincerely appreciate your participation in this evaluation.

James B. Griffin
Raymond Glass

Please check the one alternative that best answers the question from your point of view.

1. In general, how would you rate the importance of teaching about feelings, needs, and interpersonal interaction in the classroom?

___very important
___important
___unimportant
___very unimportant

2. At this point, have you read:

___all of the Affective Education Response Book
___most of it
___some of it
___none of it

3. In general, would you rate the readability of the response book as:

___excellent
___good
___fair
___poor

4. In general, would you rate the content of the response book as:

___very interesting
___interesting
___boring
___very boring

5. Since the workshop, how often have you tried Self Teaching Activities (Who Am I--What are my Goals, Imagine, Elicit Help from Children or a Colleague, etc.) with your students?

___often
___sometimes
___seldom
___never

6. Did you use Self Teaching Activities with your students before you attended the workshop?

___often
___sometimes
___seldom
___never

7. Has your use of Self Teaching Activities since the workshop:

___greatly increased
___increased
___decreased
___greatly decreased
___did not use before workshop

8. How effective were Self Teaching Activities in helping you to improve the climate in your classroom?

___very effective
___somewhat effective
___somewhat ineffective
___very ineffective
___did not use

9. Do you plan to use Self Teaching Activities in the future?

____definitely yes
____probably yes
____probably no
____definitely no

10. Since the workshop, how often have you tried Discussion Techniques (Mini groups, Buzz groups, Case Analysis, Dyadic Interactions) with your students?

____often
____sometimes
____seldom
____never

11. Did you use Discussion Techniques with your students before you attended the workshop?

____often
____sometimes
____seldom
____never

12. Your use of Discussion Techniques since the workshop:

____greatly increased
____increased
____decreased
____greatly decreased
____did not use before workshop

13. How effective were Discussion Techniques in helping you to increase pupil participation in discussions?

____very effective
____somehwat effective
____somewhat ineffective
____very ineffective
____did not use

14. Do you plan to use Discussion Techniques in the future?

____definitely yes
____probably yes
____probably no
____definitely no

15. Since the workshop, how often have you tried Activities to Enhance Pupil Discussion Skills (Listening and Repeating Verbatim, Giving Feedback, etc.) with your students?

____often
____sometimes
____seldom
____never

16. Did you use Activities to Enhance Pupil Discussion Skills with your students before you attended the workshop?

____often
____sometimes
____seldom
____never

17. Has your use of Activities to Enhance Pupil Discussion Skills since the workshop:

____greatly increased ____decreased
____increased ____greatly decreased
____did not use before workshop

18. How effective were Activities to Enhance Pupil Discussion Skills in helping you to improve pupil discussion behaviors (Listening, Asking Problem Solving Questions and Giving Feedback)?

____very effective ____somewhat ineffective
____somewhat effective ____very ineffective
____did not use

19. Do you plan to use Activities to Enhance Pupil Discussion Skills in the future?

____definitely yes ____probably no
____probably yes ____definitely no

20. Since the workshop, how often have you tried Small Group Activities and Games (Blind Journey, Jungle Symphony, Who is it?, etc.) with your students?

____often ____seldom
____sometimes ____never

21. Did you use Small Group Activities with your students before you attended the workshop?

____often ____seldom
____sometimes ____never

22. Has your use of Small Group Activities and Games since the workshop:

____greatly increased ____decreased
____increased ____greatly decreased
____did not use before workshop

23. How effective were Small Group Activities and Games in helping you to improve interpersonal skills and sensitivities?

____very effective ____somewhat ineffective
____somewhat effective ____very ineffective
____did not use

24. Do you plan to use Small Group Activities and Games in the future?

____definitely yes ____probably no
____probably yes ____definitely no

25. Since the workshop, how often have you tried Paper and Pencil Self Exploration Activities (About Me, What Will I Be, Me and School, etc.) with your students?

____often ____seldom
____sometimes ____never

26. Did you use Paper and Pencil Self Exploration Activities with your students before you attended the workshop?

____often ____seldom
____sometimes ____never

27. Has your use of Paper and Pencil Self Exploration Activities since the workshop:

____greatly increased ____decreased
____increased ____greatly decreased
____did not use before workshop

28. If you have tried Paper and Pencil Self Exploration Activities, how effective were they in helping students develop interpersonal skills and sensitivities?

____very effective ____somewhat ineffective
____somewhat effective ____very ineffective
____did not use

29. Do you plan to use Paper and Pencil Self Exploration Activities in the future?

____definitely yes ____probably no
____probably yes ____definitely no

30. Since the workshop, how often have you tried Discussion Approaches to Affective Objectives (Case Analysis, Lessons and Discussions of Feelings, Needs and Human Behaviors, Spontaneous Problem Solving Discussions) with your students?

____often ____seldom
____sometimes ____never

31. Did you use Discussion Approaches to Affective Objectives with your students before you attended the workshop?

____often ____seldom
____sometimes ____never

32. Has your use of Discussion Approaches to Affective Objectives since the workshop:

____greatly increased ____decreased
____increased ____greatly decreased
____did not use before workshop

33. How effective were Discussion Approaches to Affective Objectives in helping students develop interpersonal skills and sensitivities?

____very effective
____somewhat effective
____somewhat ineffective
____very ineffective
____did not use

34. Do you plan to use Discussion Approaches to Affective Objectives in the future?

____definitely yes
____probably yes
____probably no
____definitely no

Appendix D

Mean and Standard Deviations for Ratings of

the Understanding of the Content

Item	Bryan, Texas N=34		College Station, Texas N=29		Waco, Texas N=23		Calvert, Texas N=18		Total, all Texas Sites N=104	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1.	1.52	.51	1.31	.47	1.32	.48	1.08	.28	1.35	.48
2.	1.64	.74	1.39	.57	1.33	.58	1.38	.51	1.46	.63
3.	1.70	.47	1.61	.57	1.50	.51	1.46	.52	1.59	.51
4.	1.63	.49	1.43	.50	1.36	.49	1.38	.51	1.47	.50
5.	1.28	.46	1.22	.42	1.14	.36	1.38	.51	1.25	.43
6.	1.48	.71	1.54	.64	1.36	.49	1.38	.65	1.46	.63
7.	1.68	.65	1.68	.67	1.29	.46	1.64	.81	1.58	.61
8.	1.27	.45	1.25	.44	1.18	.39	1.33	.65	1.25	.46
9.	1.36	.55	1.39	.57	1.23	.43	1.41	.51	1.35	.52
10.	1.42	.61	1.32	.55	1.36	.58	1.58	.67	1.40	.59
11.	1.70	.68	1.67	.68	1.45	.51	1.58	.67	1.62	.64
12.	1.39	.50	1.25	.44	1.14	.36	1.08	.29	1.26	.44
13.	1.24	.44	1.25	.44	1.14	.36	1.25	.45	1.22	.42
14.	1.44	.56	1.39	.50	1.33	.58	1.50	.67	1.41	.56
15.	1.81	.69	1.61	.63	1.81	.87	1.58	.67	1.72	.71
16.	1.34	.48	1.36	.49	1.40	.60	1.72	.79	1.41	.46
17.	1.55	.62	1.52	.58	1.25	.44	1.64	.67	1.48	.59
18.	1.44	.62	1.67	.73	1.18	.39	1.58	.51	1.46	.62
19.	1.52	.67	1.92	.89	1.19	.40	1.42	.51	1.54	.71
20.	1.42	.61	1.73	.72	1.18	.39	1.50	.52	1.46	.62
21.	1.90	.84	1.85	.92	1.75	.85	1.82	.98	1.84	.87

Mean and Standard Deviations for the

Ratings of the Understanding of the Content

Item	Bloomington I		Bloomington II		Bloomington III		Bloomington Total		Bloomington and Texas Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1.	1.48	.51	1.50	.67	1.35	.49	1.44	.54	1.38	.50
2.	1.48	.51	1.42	.51	1.67	.69	1.53	.58	1.49	.61
3.	1.52	.51	1.64	.91	1.62	.50	1.58	.56	1.59	.53
4.	1.67	.66	1.83	.72	1.25	.45	1.57	.65	1.51	.55
5.	1.38	.59	1.54	.52	1.39	.50	1.42	.54	1.31	.48
6.	1.71	.56	1.46	.66	1.69	.79	1.64	.66	1.52	.65
7.	2.15	.67	1.55	.69	1.65	.70	1.83	.72	1.67	.68
8.	1.48	.51	1.38	.51	1.26	.45	1.38	.49	1.30	.47
9.	1.57	.51	1.31	.48	1.[illegible]	.46	1.40	.50	1.37	.51
10.	1.71	.46	1.46	.66	1.53	.51	1.58	.53	1.47	.58
11.	1.90	.77	1.67	.78	1.60	.63	1.75	.73	1.67	.67
12.	1.67	.66	1.58	.67	1.47	.51	1.58	.61	1.37	.53
13.	1.62	.59	1.61	.65	1.37	.50	1.53	.58	1.33	.50
14.	1.57	.60	1.54	.52	1.56	.78	1.56	.64	1.46	.59
15.	1.81	.51	1.69	.48	1.38	.50	1.64	.52	1.69	.65
16.	1.71	.46	1.50	.52	1.18	.39	1.48	.50	1.43	.54
17.	1.62	.67	1.69	.75	1.43	.51	1.58	.64	1.52	.61
18.	2.00	.92	1.69	.48	1.39	.50	1.71	.73	1.55	.67
19.	1.90	.85	1.67	.49	1.02	.62	1.75	.70	1.61	.72
20.	1.90	.89	1.55	.52	1.59	.51	1.71	.71	1.55	.66
21.	2.14	.96	1.60	.70	1.73	.88	1.89	.90	1.86	.88

Appendix E

Means and Standard Deviations for

Rating of the Expected Use of the Content

Item	Bloomington I Mean	Bloomington I SD	Bloomington II Mean	Bloomington II SD	Bloomington III Mean	Bloomington III SD	Bloomington Total Mean	Bloomington Total SD	Bloomington and Texas Total Mean	Bloomington and Texas Total SD
1.	1.40	.50	1.41	.51	1.38	.50	1.40	.49	1.52	.54
2.	1.48	.51	1.42	.51	1.83	.71	1.59	.60	1.65	.61
3.	1.28	.46	1.58	.51	1.44	.51	1.41	.50	1.53	.57
4.	1.43	.51	1.36	.50	1.28	.46	1.36	.48	1.48	.53
5.	1.28	.46	1.46	.52	1.22	.43	1.30	.47	1.27	.51
6.	1.67	.48	1.42	.51	1.53	.62	1.56	.54	1.48	.56
7.	1.80	.52	1.58	.51	1.50	.52	1.64	.52	1.67	.58
8.	1.43	.60	1.77	.44	1.40	.60	1.50	.57	1.54	.69
9.	1.43	.60	1.46	.52	1.37	.50	1.42	.53	1.46	.61
10.	1.52	.60	1.54	.52	1.50	.51	1.52	.54	1.52	.61
11.	1.57	.60	1.58	.51	1.53	.64	1.56	.58	1.65	.64
12.	1.62	.67	1.67	.78	1.47	.51	1.58	.64	1.49	.62
13.	1.52	.60	1.54	.52	1.50	.51	1.52	.54	1.43	.59
14.	1.58	.69	1.69	.75	1.85	1.04	1.71	.85	1.78	.82
15.	1.90	.72	1.77	.60	1.67	.91	1.78	.76	1.96	.75
16.	1.33	.48	1.42	.51	1.26	.45	1.33	.47	1.52	.65
17.	1.57	.60	1.69	.63	1.50	.51	1.58	.57	1.63	.66
18.	1.90	.72	1.77	.72	1.89	.88	1.86	.77	1.77	.83
19.	2.10	.79	2.00	.85	2.28	.75	2.14	.78	1.98	.91
20.	1.68	.75	1.73	.79	1.72	.57	1.71	.68	1.65	.76
21.	2.37	.83	1.91	.70	2.43	1.09	2.27	.90	2.16	.94

Means and Standard Deviations for

Rating of the Expected Use of the Content

	Bryan, Texas N=34		College Station, Texas N=29		Waco, Texas N=23		Calvert, Texas N=18		Total All Texas Sites N=104	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1.	1.71	.59	1.46	.51	1.71	.56	1.40	.51	1.59	.55
2.	1.68	.70	1.73	.67	1.80	.41	1.47	.52	1.68	.61
3.	1.67	.66	1.67	.55	1.58	.61	1.36	.50	1.60	.60
4.	1.58	.62	1.59	.50	1.50	.51	1.50	.52	1.56	.54
5.	1.26	.58	1.23	.51	1.26	.45	1.28	.61	1.26	.53
6.	1.47	.68	1.46	.51	1.47	.51	1.31	.48	1.44	.56
7.	1.76	.74	1.73	.53	1.67	.59	1.43	.51	1.68	.62
8.	1.41	.62	1.54	.65	1.85	1.04	1.53	.64	1.56	.75
9.	1.52	.68	1.46	.58	1.60	.82	1.33	.49	1.49	.65
10.	1.42	.67	1.56	.58	1.65	.75	1.53	.64	1.53	.66
11.	1.68	.70	1.60	.58	1.85	.75	1.73	.70	1.70	.67
12.	1.41	.66	1.58	.64	1.37	.60	1.33	.49	1.43	.62
13.	1.38	.66	1.42	.64	1.38	.60	1.33	.49	1.38	.61
14.	1.76	.75	1.76	.72	2.15	1.04	1.53	.64	1.81	.81
15.	2.17	.70	2.04	.62	2.25	.72	1.60	.83	2.06	.73
16.	1.71	.76	1.65	.56	1.79	.79	1.47	.74	1.64	.71
17.	1.72	.75	1.58	.64	1.55	.76	1.80	.68	1.66	.71
18.	1.77	.97	1.75	.79	1.76	.94	1.47	.64	1.71	.86
19.	1.90	.94	2.21	.98	1.76	1.04	1.60	.83	1.90	.97
20.	1.70	.92	1.80	.65	1.62	.92	1.13	.35	1.61	.80
21.	2.37	1.03	1.96	.95	2.38	.81	1.46	.66	2.11	.96